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ABSTRACT

This is a course of study based on the American Anthropological Society's Anthropology Curriculum Study Project comprised of Unit 1, "Studying Societies," and Unit 2, "Origins of Humanness." The following topics are outlined: 1) examination of life in a small society by studying a contemporary hunter-gatherer group, the Bushmen of the Kalahari; 2) description of the significance of status and role as it operates in a human society; 3) analysis of life in a small society by means of detailed examination of the Mbuti; 4) inference about the earliest human ways of life from fossil and cultural evidence; 5) relation of "Nature and Nurture" to the potentiality for change; 6) inference about technological and cultural development during the Pleistocene period from examination of selected artifacts; and 7) hypothesis on the technological and biological systems in the evolutionary process. This brief course outline also contains a course description and goals section. (Author/JH)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

Sdcc 824

Social Studies

MAN AND SOCIETY
6425.09
6478.23
6446.51

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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MAN AND SOCIETY

6425.09
6478.23
6448.51

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into a broad goals section, a content outline, and a materials section. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources.

This course of study deviates from the format which was adopted by the Social Studies Quinmester Advisory Council and is used in most other courses of study. The reason for this departure is because the University of Chicago has produced a program, published by the Macmillan Company, containing objectives and learning activities which would more than adequately support this nine-week unit. The program referred to is the Anthropology Curriculum Study Project (Patterns in Human History), specifically units I (Studying Societies) and II (Origins of Humanness).

Anyone having recommendations relating to this publication is urged to write them down and send to: Social Studies Office, Room 306, Lindsey Hopkins, A-1.

Note: Use of the "Studying Societies" and "Origins of Humanness" multi-media kits and student readings would be integral to offering and teaching this course.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: THIS COURSE IS AN EXAMINATION OF THE IDEAS AND TOOLS BY WHICH PATTERNS IN HUMAN BEHAVIOR MAY BE RECOGNIZED. THROUGH THE STUDY OF TWO SIMPLE SOCIETIES, STUDENTS SHOULD GAIN INSIGHT INTO THE NATURE AND DEVELOPMENT OF HUMANNESS OVER THE COURSE OF THE LAST TWO MILLION YEARS OF MAN'S EXISTENCE.

COURSE CLUSTER: BEHAVIORAL STUDIES

GRADE LEVEL: 10-12

COURSE STATUS: ELECTIVE

INDICATORS OF SUCCESS: NONE, HOWEVER, INTRODUCTION TO ANTHROPOLOGY (6425.13) IS RECOMMENDED.

RATIONALE: ALL TOO OFTEN SOCIAL STUDIES COURSES, ESPECIALLY THE STUDY OF HISTORY, CONCENTRATE UPON HIGH CIVILIZATIONS AND URBAN AREAS, E.G. GREEKS, ROMANS, BRITISH EMPIRE, ETC. AS THESE AREAS ARE STUDIED, AGRARIAN AND TRIBAL SOCIETIES ARE NEGLECTED. YET TODAY, PEOPLE WHO FIT INTO THIS LATTER CATEGORY COMPRISE A SIZEABLE PORTION OF THE WORLD'S POPULATION AND INHABIT AREAS OF PRESSING INTERNATIONAL PROBLEMS. IT IS THE INTENTION OF THIS COURSE TO LOOK AT THE OTHER SIDE OF THE COIN. THE STUDENT WILL EXAMINE SEVERAL DEVELOPMENTAL STAGES OF HUMAN SOCIETY AS AN ANTHROPOLOGIST DOES. AS THE STUDENT RELATES HIS CULTURE WITH THOSE WHICH HE STUDIES, HE WILL GAIN A GREATER INSIGHT INTO HIS OWN SOCIETY AND ITS INSTITUTIONS. FINALLY, THE STUDENT WILL BE ASSISTED IN PLACING HIS OWN SOCIETY ON THE CONTINUUM OF THE DEVELOPMENT OF CIVILIZATION AS HE CONSIDERS THE CONCEPT OF POSTCIVILIZATION.

COURSE GOALS

THE STUDENT WILL:

1. EXAMINE LIFE IN A SMALL SOCIETY BY STUDYING A CONTEMPORARY HUNTER-GATHERER GROUP.
2. DESCRIBE THE SIGNIFICANCE OF STATUS AND ROLE AS IT OPERATES IN A HUMAN SOCIETY.
3. ANALYZE LIFE IN A SMALL SOCIETY BY MEANS OF A DETAILED EXAMINATION OF THE MBUTI.
4. INFER ABOUT THE EARLIEST HUMAN WAYS OF LIFE FROM FOSSIL AND CULTURAL EVIDENCE.
5. RELATE "NATURE AND NURTURE" TO THE POTENTIALITY FOR CHANGE.
6. INFER ABOUT TECHNOLOGICAL AND CULTURAL DEVELOPMENT DURING THE PLEISTOCENE PERIOD FROM EXAMINATION OF SELECTED ARTIFACTS.
7. HYPOTHESIZE ON THE TECHNOLOGICAL AND BIOLOGICAL SYSTEMS IN THE EVOLUTIONARY PROCESS.

CONTENT OUTLINE:

I. Life in a small society: description
   A. Bushmen in the Kalahari Desert
   B. People of the Kalahari
   C. Life in the Kalahari
      1. Kinship
      2. Cooperation
      3. Food sources
   D. Adaptation

II. How human societies operate: status and role
   A. Human dialogue
   B. Status and non-status
   C. Expectations
   D. Status transcience
   E. Dyadic relationships

III. Life in a small society: analysis
   A. The Mbuti of the Ituri Forest
      1. Status system

2. Size and duration of settlement
3. Distribution of wealth
4. Sovereignty
5. Tools
6. Social Control
7. Leadership
8. Integrative activities
9. World view

B. Analysis

IV. Fossil and cultural evidence

A. Pleistocene age
B. Dating techniques
C. Stone artifacts
D. Fossil data

V. Culture and anatomy

A. Natural Selection
B. Nature versus nurture
C. Culture
D. Evolutionary feedback

E. Communication

VI. Cultural Development

A. Australopithecus

B. Homo erectus

C. Homo sapien

VII. Evolution

A. Technological system

B. Biological system

MATERIALS

I. Recommended basic textual materials

American Anthropological Society. Anthropology Curriculum Study Project. Unit 1, "Studying Societies" and Unit 2, "Origins of Humanness." New York: Macmillan Co., 1971. Booklet of student readings.

II. Audio-visual (multi-media kits)

American Anthropological Society. Anthropology Curriculum Study Project. Unit 1, "Studying Societies" and Unit 2, "Origins of Humanness." New York: Macmillan Co., 1971.